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daily), one teacher was able to handle two groups with ease. Detailed Instructor Manuals that were part of the package made the work of the instructor easier and enabled any instructor to pick up any class at any point.

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The Follow-up: Because the three units developed at AIR still left much of the basic needs of the students uncovered (grammar and vocabulary), and because of the high results obtained even with marginal students by using this material, it was decided to expand the program. Since the senior linguist and chief informant of the AIR group had been recruited by LS and were now on the LS staff, they plus [REDACTED] became the nucleus of a unit to expand the program in-house. It is this expansion effort that is the basis of this suggestion.

The In-House Effort: It was determined that our effort to expand the program would consist of three parts: a) two more units (two weeks) of PAI type instruction to serve as a continuation of the AIR-prepared course; b) a PAI approach to phonology; and, c) a pocket-size glossary of all the vocabulary covered in the course (both Vietnamese-English and English-Vietnamese) for the students to be able to carry with them with ease.

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The additional 10 days of PAI materials, including Instructor Manuals, were developed using our original objectives as a starting point. The units were developed over a six-month period, this work being an adjunct to the normal LS duties performed by the staff. The material covered in the total of these five units (five weeks), of both AIR-developed and in-house developed materials, was more than was previously covered in the 15 week [REDACTED] course.

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The objective of these new units produced in-house was to take the student across the barrier from a simple courtesy level knowledge of Vietnamese into the realm of operationally useful material. As a result of these new units a student is able to: a) give and receive biographical data such as might be required for the preparation of a PRQ; b) discuss some basic military situations; c) discuss illnesses and injuries with medical personnel in a non-technical way; and d) handle many emergency situations such as vehicular accidents, fires, explosions, etc. While this, by no means, makes them polished in these situations, it does enable them to communicate using proper structure and adequate vocabulary. Whereas the average speaking and reading proficiencies obtained from the old six-week course were: Speaking - Zero plus; Reading - Zero, 72 of 74 students who were trained using the PAI materials earned scores of: Speaking - 1+ and Reading - Zero plus. The other two earned a 1 in speaking and a zero in reading. Student reaction remained highly favorable. Many of them had studied languages before using both the grammar-translation and audio-lingual methods. They unanimously endorsed the PAI approach as one that teaches more, and one that kept them better motivated. When possible, students were brought back several weeks after completion of training to test retention of learning. Those who had used PAI had a significantly higher rate of retention than those who used the [REDACTED] course.

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When this phase was completed we attacked the phonology problem which still was unsatisfactory. A three-day PAI phonology segment was designed, tested, revised and retested. Due to this phase, and the increased motivation created by the program as a whole, students developed an acceptable pronunciation at a much earlier stage, and comparable results at the end of a six-week period were at least a half-level to a full level higher than by use of the [REDACTED] course. Again student reaction was very favorable.

The glossary was then developed to meet student requests for such a book to fill the need for a handy reference list of words covered in the course. After discussions with Printing Services Division the format, size and other details were determined and the glossary was prepared. The students again reacted very favorably to this added tool.

Summary of Advantages: In the six-weeks of PAI instruction we are now achieving more than we were able to achieve with previous materials in 16 weeks, and with a higher rate of retention. The additional units prepared in-house have taken the program from one designed to give students a simple courtesy level of the language, to a point where the student who successfully completes it is well on his way to an operational use of the language. The added structural explanations and vocabulary contained in these units enable the student to handle many basic operational situations - biographic data, simple briefing, and debriefing; information on military units and personnel, and the reporting of emergency situations and activities to implement proper handling thereof. Student and staff reaction to the program has been highly favorable yielding higher motivation and, consequently, better results. We also now have a basis for advanced training that is accurate and feasible. We now cover in seven months what previously would have required eleven months. Although our basic course, Vietnamese 100, is an 11-month course, this reflects higher goals requested for our students rather than a reflection of the PAI effort.

The additional two weeks of PAI work, the phonology segment, and the glossary, have contributed significantly to the improved instruction, reduced time requirements, and higher results obtained. Consumers have commented favorably on the higher competence of personnel trained since the package was completed.

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